

# Student Perception of Sports Coaching Education in the Faculty of Sports, Universitas Negeri Semarang Against Lectures Academic Year 2017/2018

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**Abstract**—This study aims to determine how high the perceptions of students of the Sports Training Education Study Program of the Faculty of Sport Science, Universitas Negeri Semarang towards lectures in the academic year 2017/2018. The method used in this research is quantitative survey. The research sample consisted of 60 students selected proportionally random sampling. Techniques and analysis in research use descriptive statistics with percentages, to measure student perceptions used a questionnaire prepared through steps that include; Define variable constructs, Arrange indicators (investigate factors), Arrange test items, Calibrate to experts (through instrument seminars), Readability tests, Trials. The results showed that students' perceptions with the assessment of high categorized skills amounted to 88,077%, students' perceptions for the assessment of the learning process in the medium category amounted to 70,063%, while students' perceptions for the assessment of knowledge in the lower categories amounted to 45,256%. Conclusions of the Sports Training Education Study Program Faculty of Sport Science Universitas Negeri Semarang need to be improved communication media that can be reached by students relating to knowledge development, because from the results of research that students are very low in knowledge skills (soft skills), thus it is recommended to balance ability Hard skills, learning processes, and knowledge capabilities are enhanced through the provision of additional tasks in technology-based lectures, collaboration between students and lecturers for the learning process, Hard Skills ability to be carried out between student activities, and between institutions.

**Keywords:** *student perception, towards lectures*

## I. INTRODUCTION

Provide support for the 'curriculum experience' experience from the perspective of pre-service teachers. It is indicated, however, that there are occasions when lecturers are compromised between teaching through Sport Education while teaching pre-service teachers how to teach Sport Education in

schools. It was also observed that there was a decrease in Sport Education awareness towards the end of the module. Recommendations for the inclusion of Sport Education in Physical Education Teacher Education are also provided (Deenihan, McPhail, & Young, 2011). The results showed his Sport Education season was influenced by his teaching orientation, sports experience, Physical Education Teacher Education program and the context of the school where he taught. Even though he faces difficulties, he appreciates the benefits of SE and continues to be used while working as a qualified teacher (Deenihan & MacPhail, 2013).

Provide proof of student acceptance of podcasts even though they have not utilized the benefits of media and cellular technology. The lecturers considered the podcast useful for teaching and for students to learn, but it was time-consuming and there was no institutional recognition. Nevertheless, they intend to continue using podcasts and conduct special training (Carvalho et al., 2009). Physical education teacher education and PST faculty members experience various challenges such as bridging theory and practice when learning about teaching Physical Education and articulating "what", "how" and "why" when teaching about teaching Physical Education. Conclusion: Sports education is a complex curriculum and teaching model, encouraging more about the theoretical implications of the model (Hordvik, MacPhail, & Ronglan, 2017).

Both inservice and preservice teachers implement the full version of Sport Education, interpreting the model in harmony with the spirit of the original author and including all its features. A hierarchy exists in terms of the importance and contribution of each type of knowledge Shulman to the

teaching of PT Sport Education. The most important thing is curricular knowledge. General pedagogical knowledge, content knowledge, pedagogical content knowledge, and learner knowledge also make a significant contribution to the success of PT. Knowledge of the educational context and knowledge of educational goals, objectives, and values seem to have a lower impact on the teaching of PT. In addition, this study shows that physical education teacher education (PETE) is the main medium through which PTs acquire and develop their knowledge (Stran & Curtner-Smith, 2010). the perception of students from the Faculty of Sport Science of Universitas Negeri Semarang towards, high 16.18%, medium 43.94%, and low 39.88%. Information and publications about the existence of the Faculty of Sport Science of Universitas Negeri Semarang are still low so it needs to be improved through communication media that are easy and inexpensive to reach by students (Sukoco, 2004).

Student satisfaction with the quality of teaching, delivered by lecturers is at a moderate level. Students have a good perception of the assignments and evaluations carried out by the instructor. The teaching quality of lecturers has a positive relationship with student satisfaction. This implies that the quality of lecturer instruction is one of the factors that can affect student satisfaction. There is a good relationship between the aspects of lecturer motivation, between lecturers and students, assignments, examinations, and evaluations, while the efficiency aspects of lecturers make a large contribution (Suarman, Aziz, & Yasin, 2013). Perception (from Latin *perceptio*, *percipio*) is the act of compiling, recognizing, and interpreting sensory information in order to provide an overview and understanding of the environment. Perception includes all signals in the nervous system, which are the result of physical or chemical stimulation of the sensing organs. Such as vision which is light that affects the retina in the eye, a kisser that uses a medium of odor molecules (aroma), and hearing involving sound waves. Perception is not passive acceptance of cues, but is shaped by learning, memory, hope, and attention. Perception depends on the complex functioning of the nervous system, but does not appear to exist because it occurs outside of consciousness. At the time of the learning process, perception needs to also know about the constancy of perception

(consistency), which is a permanent perception that is influenced by experience. The constancy of perception includes shape, size and color.

Concludes by recognizing the benefits of systematic study of practice in helping to unravel the complexities and challenges of teaching about teaching. Our collaborative independent learning enables us to develop insights into the interrelated nature of self and practice, and the personal and professional values of our research lead us to encourage teacher educators to examine and share their challenges and understanding of teaching practices (Fletcher & Casey, 2014). Highlights the need for a coordinated approach to future research in physical education teacher educators (McEvoy, MacPhail, & Heikinaro-Johansson, 2015). Perception which pivots on positive thinking in lectures is inseparable from human nature (*libedo*) to channel to the desire to want to know and want to channel to what they want to achieve. Students will be stimulated by the happy attitude towards lectures to be conveyed by the lecturer, thus students are patterned on a continuous understanding system between theories that are useful in knowledge to be channeled into practice in the learning process.

Perception is very important in an effective lecture process, through the perception of students will be known the extent of the ability to absorb knowledge in the lecture process. However, to motivate this understanding, it is necessary to be accompanied by lecturers to aim at productive and creative perceptions in terms of achieving student understanding that encourages easy and pleasant polarization of learning to improve the quality of student competence in attending college. It also makes it easier for educators (lecturers) to apply every material that will be given to students, because basically that perception is an initial process that is stimulated by students in following each learning process, the perception is formed from the sense of sense that exists in a person, and each person has relative differences in their individual senses. The focus of this research is related to the perception of students of the Sports Coaching Education Study Program of the Faculty of Sport Science, Universitas Negeri Semarang to the lectures of the 2017/2018 school year. By knowing the students' perceptions, it is expected to obtain information about the existence of the Sports Coaching Education Study Program at the

Faculty of Sport Science, Universitas Negeri Semarang.

*A. Profile of the Faculty of Sport Science, Universitas Negeri Semarang*

Universitas Negeri Semarang is a conservation-oriented university with a vision to become a conservation-oriented and internationally reputable university. Conservation insight means a perspective and behavior attitude oriented to the principles of conservation (preservation, maintenance, preservation, preservation, and development) of natural resources and socio-cultural values. These principles become the foundation in the tri dharma activities of higher education. International reputation means a university that has a good image and reputation in the international community and becomes a reference in tridharma activities at tertiary institutions at the international level. The Faculty of Sport Science, Universitas Negeri Semarang, is an educational institution with a vision, mission and goals. As an educational institution, which has a system and strategy for student recruitment. This recruitment system and strategy is an effort to obtain ideal students, from the process it is expected that what is carried out in the educational institution of the Faculty of Sport Science of Universitas Negeri Semarang can be obtained by the output of graduates who are adapted, and of quality in accordance with the objectives to be achieved.

The recruitment system carried out in the Sports Coaching Education Study Program at the Faculty of Sport Science, Universitas Negeri Semarang through tracing superior seeds, the New Student Admission System. Overall, applicants enter campus. This situation has made the competition to obtain opportunities for further study at the tertiary level in the Sports Training Education Study Program at the Faculty of Sports Science to be somewhat loose. Because the competition is less intense, it is possible that prospective students in attending lectures will experience obstacles, in student skills when attending lectures. In the lecture process students are more honed in the material skills (hard skills), but the final project students are faced with the preparation of scientific writing in the form of thesis. This makes the writer

conduct research related to students' perceptions of lectures.

IKIP Semarang with the issuance of Presidential Decree Number 124 of 1999 concerning the change in status of IKIP Semarang, Bandung and Medan to become Universities, then IKIP Semarang later changed to Universitas Negeri Semarang. Based on Minister of Education and Culture Decree No. 278 / O / 1999 concerning the organization and work procedures of Universitas Negeri Semarang and No. 225 / O / 2000 concerning the Statute of the Semarang State University except the Faculty of Education, including the Faculty of Sport and Health Education, was changed to the Faculty of Sport Science, Universitas Negeri Semarang. In line with the change in name, the name of the Department and Study Program also changes and additions related to the development of the Semarang State Teachers' Training College into Universitas Negeri Semarang. The Vision of the Faculty of Sport Science with conservation and international reputation in the field of sports and public health, and its mission is, 1) Organizing and developing education in educational and non-educational programs in sports and public health that are superior, conservation oriented and internationally reputable. 2) Develop science and technology in the fields of sport and public health through research activities that are conservation-oriented and internationally reputed. 3) Disseminating science and technology as well as being a reference institution in the field of sports and public health that is conservation-oriented through service. 4) Build and develop mutually beneficial cooperation with various parties at the national, regional and international levels to realize institutions of international repute.

With this vision and mission, the Faculty of Sports Science aims to: 1) Establish superior culture in education through the development of the values of knowledge, beliefs and the spirit of conservation-oriented Olympicism. 2) Realizing effective, creative, productive, and transparent educational and governance institutions with a conservation and international reputation. 3) Producing educators, educational staff, academics who have superior competence in the fields of Physical Education in Health and Recreation, Sports Coaching Education, Sports Science, and Conservation-oriented Public Health Sciences. 4) Produce and disseminate scientific

and technological works in the fields of sports and public health with an international perspective and conservation. 5) Establish mutually beneficial institutional collaboration to realize institutions of international repute.

In accordance with the main tasks and functions, as a developer of science and technology in the field of sports science and public health, the dean of the Faculty of Sport Sciences is assisted by the Vice Dean of Academic Affairs, Deputy Dean of General Administration, Deputy Dean of Student Affairs, while at the Study Program level is assisted by Head of Study Program and Secretary of Study Program. Each Department and Study Program consists of a group of lecturers chaired by a Head of Department / Study Program who is assisted by a Secretary of the Department / Study Program. In addition, each Department / Study Program has a laboratory that functions to study, test and try knowledge and technology in the fields of sports science and public health sciences both on campus and off campus (laboratory site). The laboratory is led by a Head of Laborat who is assisted by a number of technicians (laboratory), so that the services for students are running optimally. As for the vision and mission of sports training education study programs. The vision of a study program that is conservation-oriented, characterized, superior, and contributes in the field of sports education and training, efforts to realize that vision, outlined in the mission of the study program as follows, 1) Produce human resources in the field of education and sports training with conservation perspective, character, and superior. 2) Develop research in the field of sports education and training with a conservation, character and superior perspective through a scientific approach. 3) Disseminating and spearheading the application of science and technology as well as being a reference in the field of education and sports training with a conservation, character and superior perspective. 4) Establish cooperation with various parties to develop science and technology in the field of education and sports training with an international reputation.

Expected competence in the Sports Training Education Study Program of the Faculty of Sport Science is to become a skilled sports coach based on optimistic, professional, responsible, and caring community values. Become an educator based on

teacher competence that is optimistic, professional, responsible, and takes into account the needs of the student's growth and development stage. The purpose of the Sports Coaching Education Study Program is 1) Producing graduates who are devoted to God Almighty, of character, highly competitive, and conservation-oriented. 2) Achieve credible, accountable and transparent institutions of education and governance that are superior and conservation-oriented. 3) Produce superior research in the field of sports education and coaching that is beneficial for the development of science and technology. 4) Utilizing and disseminating knowledge and technology in the field of education and sports training with an international conservation and reputation perspective. 5) Have strategic partners in the field of sports education and training with institutions at home and abroad to create an institution that is reputable, credible, accountable, and transparent. Graduate Profile, graduates majoring in Sports Coaching Education are graduates who have the ability as educators (physical education and sports teachers), and have special abilities as extracurricular sports trainers, professional trainers in a sport, physical trainers at professional sports clubs, sports instructors and fitness, sports analyst, professional sports club manager, fitness center manager, sports industry manager and sports support staff (fitness masseur, referees, and sports judges).

## II. METHOD

The research method is a scientific way to obtain data with specific purposes and uses. The scientific way is carried out based on scientific characteristics that are rational, empirical and systematic (Agung Sunarno & R Syaifullah D S, 2011). In this study aims to obtain a clear or accurate picture of the perceptions of students of the Sports Training Education Study Program Faculty of Sport Science, Universitas Negeri Semarang. Dewi L B, (2012) descriptive research is analyzing only to the descriptive level, namely analyzing and presenting data systematically, so that it can be more easily understood and concluded. Descriptive research aims to systematically and accurately describe facts and characteristics about the population or regarding a particular field

The method used in this study was a survey with a questionnaire about the perceptions of students

of the Sports Training Education Study Program at the Faculty of Sport Science, Universitas Negeri Semarang in the academic year 2017/2018. Samples were taken by using simple random sampling technique, the principle of simple random sampling, each member of the population has the opportunity to be selected as a sample, then the sample in this study were 60 students who were selected proportionally random sampling.

*B. Research Data Analysis and Techniques*

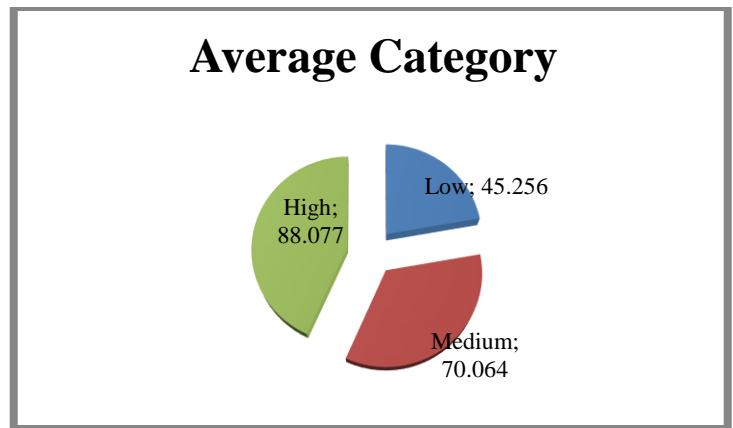
The technical and data analysis in this research is to use descriptive statistics, to measure the perceptions of students of the Sports Training Education Study Program Faculty of Sport Science, Semarang State University in attending lectures for the 2017/2018 school year, using a questionnaire used to compile steps that include; Define variable constructs, compile indicators (investigate factors), compile test items, calibrate to experts (through instrument seminars), readability tests, trials, data analysis techniques using descriptive statistics with percentages, and analyze trial results that include validity and reliability. With the formula the percentage is processed by frequency divided by the number of respondents multiplied by 100%, as stated by Sudjana (2001) as follows:

$$P = \frac{F}{N} \times 100$$

Note: P: Percentage of answer F: Frequency of values obtained from all items N: Number of respondents

III. RESULTS AND DISCUSSION RESULTS

Based on the results of research on the perceptions of new students of the Sports Training Education Study Program at the Faculty of Sport Science, Universitas Negeri Semarang on lectures for the 2017/2018 school year, data obtained on student perceptions divided into high categories amounted to 88,077%, medium amounted to 70,064%, and low categories amounted to 45,256 %.



Picture. 1.1. Mean average percentages category

The results of the study were distributed to a research questionnaire regarding students' perceptions of courses in the Sports Coaching Education Study Program at the Faculty of Sport Science, Universitas Negeri Semarang in the academic year 2017/2018. The results of the study can be divided into three categories in measuring students' perceptions in lectures, which include skills assessment, learning process assessment, and knowledge assessment categories. Through the division of these categories, there is a student perception value for the assessment of high category of hard skills in the amount of 88,077%, the perception of students for the assessment of the learning process in the medium category amounting to 70,063%, while the student perception for the assessment of the knowledge in the low category amounts to 45,256% .

The data of the findings of this study indicate that most students understand the lecture process in the academic year 2017/2018 enthusiastic and students have skills in channeling talent and interest in the ability of the skills (hard skills), this can be seen the high value of student skills in measuring students' perceptions Study of Sports Coaching Education in the Faculty of Sport Science, Universitas Negeri Semarang on lectures for the 2017/2018 school year. Because universities have selected students who study at the Sports Coaching Education Study Program at the Faculty of Sport Science, Universitas Negeri Semarang through tests of academic potential and non-academic tests. Academic tests are conducted to measure the general knowledge competency of prospective students on the test upon admission of new students, while non-academic tests are carried out by universities in the form of skills proficiency tests in sports that have been determined by the college

entrance selection committee. Whereas the interview test was conducted to measure the consistency of prospective new students about knowledge in the world of sports, so that by applying this stage when conducting lectures in the Sports Training Education Study Program at the Faculty of Sport Science, Universitas Negeri Semarang students did not experience severe obstacles when attending lectures related to with material skills in accordance with the courses followed by students.

In the assessment category of the learning process, students are very enthusiastic in attending lectures in the Sports Coaching Education Study Program of the Faculty of Sport Science, Universitas Negeri Semarang, this can be seen in lectures reaching 90% -100%. Because the Faculty of Sport Science, Universitas Negeri Semarang has a good reputation in Indonesia, this is supported by professional human resources, especially lecturers who have advanced courses in each semester. Some of the facilities and infrastructure of lectures are already standardized and have received good accreditation, so students are enthusiastic in attending lectures. Students who study at the Sports Training Education Study Program at the Faculty of Sport Science, Universitas Negeri Semarang, mostly graduate on time, because universities apply the rules of students to follow lectures so that they quickly finish and return to serving the regions and the nation of Indonesia with the competencies they have while conducting lectures in the Study Program Sports Coaching Education at the Faculty of Sport Science, Universitas Negeri Semarang.

Assessment of student knowledge (soft skills), measured from the knowledge of students of the Sports Coaching Education Study Program at the Faculty of Sport Science, Universitas Negeri Semarang, is not very good such as skills assessment, and assessment of learning processes. Students are more dominant in subjects who hone on skills (hard skills). This can be seen from the low knowledge assessment data amounting to only 45.256%. Seeing this knowledge ability, students do not mean that they do not follow the lecture process, and do not have the skills, but the condition of the knowledge is the personal ability of students in the Sports Training Education Study Program, Faculty of Sport Sciences, Universitas Negeri Semarang, who attended the

2016/2017 school year. Thus to improve the ability of knowledge (soft skills) need a comprehensive assistance program carried out in students, build an atmosphere of active and fun lectures, and involve stakeholders in higher education. So as to enable students to have the ability to have skills (hard skills), the ability to follow the learning process, and gain knowledge (soft skills).

#### IV. DISCUSSION

Students believe that the Department of Sport Training Education Study Program Faculty of Sport Science, Universitas Negeri Semarang, is able to educate them during their lectures. The expected results of the lecture process of the Sports Coaching Education Study Program students believe will provide changes in terms of science, skills, and changes in good social behavior when graduating in the Sports Coaching Education Study Program, as well as students mostly perceive the easy job opportunities in various areas due to The Faculty of Sport Science, Universitas Negeri Semarang has national accreditation from other tertiary institutions in Indonesia. But in the course of the course students expect an improvement in the quality of higher education, both in terms of lecture media facilities and more professional lecturer resources in accordance with their times:

1. Facilities in the form of the latest facilities and infrastructure in the lecture process need to be procured, and rejuvenated based on advances in science and technology aimed at advancing the Sports Training Education Study Program at the Faculty of Sport Science, Universitas Negeri Semarang, so as to encourage improvement in the quality of tertiary institutions and students able to excel at the national level as well as internationally.
2. The role of the lecturer is very helpful for students in the lecture process so that it will stimulate knowledge skills, and skills skills. The role of lecturers is expected to provide motivation to students in carrying out learning in accordance with the lecture contract between lecturer and student. The role of the lecturer will help students, with the attitudes and nature of lecturers who have good and professional role models (role models) in giving lectures in the Sports Coaching Education Study Program, Faculty of Sport

Science, Universitas Negeri Semarang. So that what is felt by students during the lecture process will provide stimulation to think and behave consistently towards the motivation conveyed by lecturers when attending lectures, students get better quality achievements and be able to complete their studies on time.

3. The Sports Coaching Education Study Program of the Faculty of Sport Science, Universitas Negeri Semarang continues to improve its excellence in working with various stakeholders, and other agencies. Good cooperation at the regional, national, and international levels, in order to improve the quality of higher education providers through various activities that have been carried out namely, training, workshops, seminars, research and service. As well as other activities related to improving the quality of the Sports Coaching Education Study Program at the Faculty of Sport Science, Universitas Negeri Semarang.

## V. CONCLUSIONS

Based on the results of the analysis it can be concluded that the perception of new students of the Sports Training Education Study Program of the Faculty of Sport Science, Universitas Negeri Semarang towards the 2017/20 2018 academic year, regarding the assessment of hard skills in the high category amounted to 88,077%, the assessment of the learning process in the category was 70,063% , and the assessment of knowledge in the low category is 45,256%. While regarding the skills and teaching and learning process of students are in good category, but for the knowledge of students in the lecture process is low. It needs to be improved regarding the communication media that can be reached by students related to knowledge development, because of the results of research that students are very low in knowledge, of the three categories of research it is recommended to be improved through lecturing approaches that are innovations according to the development of the industrial revolution 4.0 based on technology use.

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